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ABSTRACT

This selected bibliography of minorities and women in school administration is comprised of two sections: (1) "Racial-Ethnic Minorities in School Administration" contains 21 pages of references, most of which are annotated. Listed are 7 books, 30 journal articles, 18 ERIC documents, 11 reports, and 70 dissertations. (2) "Women in School Administration" provides 19 pages of references, primarily annotated. Listed are 4 books, 39 journal articles, 11 ERIC documents, 31 reports, and 64 dissertations. (CJH)

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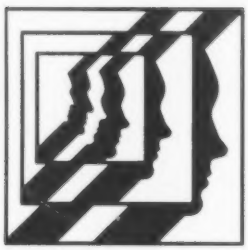

Racial-Ethnic Minorities and Women In School Administration

A Selected Bibliography

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Contents

Racial-Ethnic Minorities in School Administration 1

Books 1
Journal Articles 2
ERIC Documents 8
Reports 12
Dissertations 15

Women in School Administration 22

Books 22
Journal Articles 23
ERIC Documents 28
Reports 30
Dissertations 34

Acknowledgements 41

RACIAL-ETHNIC MINORITIES IN SCHOOL ADMINISTRATION

BOOKS:

Arnez, N. L. The beseiged school superintendent. A case study of school superintendent-school board relations in Washington, D.C., 1973-75. Washington, D.C.: University Press of America, 1981.

The author describes past and present race relations in Washington, D.C. and the processes involved in the district's selection of a school superintendent. School board relations are also described. There is plenty of descriptive and statistical background information on the district school system, in addition to a detailed chronology of the superintendent's tenure in the years 1973-75.

Doughty, R. The Black female administrator: women in a double bind. In S. Biklen & M. Brannigan (Eds.), Women and Educational Leadership. Lexington, Massachusetts: D.C. Heath and Company, 1980.

Fields, E. Declining enrollments and the future of minorities as administrators. The 1976 NABSE Conference Report. Philadelphia: J.B. Lippincott Co., 1978.

Scott, J. The Black school superintendent: messiah or scapegoat? Washington, D.C.: Howard University Press, 1980.

The author discusses the plight of Black school superintendents and presents their problems which are different from or more serious than those faced by White superintendents. He presented case studies of seven school systems and examines specific areas of difficulty for the Black superintendents who headed these school systems. The future of Blacks in the school superintendency as well as public education in general, are also discussed.

Sizemore, B. A. The ruptured diamond. Washington, D.C.: The University Press of America, Inc., 1981.

The author, who was school superintendent of the Washington, D.C. public schools in 1973-75 reviews previous research and case studies of the Washington, D.C. public schools. In most of the book she presents her analysis of the system's operations, including the part that she played while at the helm.

Smith, S. C., Mazzarella, J.A., & Piele, P.K. (Eds). School leadership: Handbook for survival. Eugene, Oregon: Eric Clearinghouse on Educational Management, University of Oregon, 1981.

Woodard, Samuel L. (Ed.) Reducing stress on black administrators. New York: Vantage Press, 1978.

The problem of stress on Black administrators is discussed, first from a psychological perspective, and then as revealed by two Black political scientists. The edition presents a laboratory design for reducing administrative stress.

JOURNAL ARTICLES:

Arnez, N. L. Selected Black female superintendents of public school systems. Journal of Negro Education, 1982, 51(3), 309-315.

In the article, Black female school superintendents were named, but with particular focus on Barbara Sizemore, former school superintendent of the District of Columbia Public School System, and Ruth Love, Superintendent of the Chicago Public School System at the time the article was published. A mini-biographical sketch, goals, problems encountered, achievement of goals, and accomplishments in education are presented for each of the two superintendents.

Berry, M. F. Twentieth-century Black women in education. Journal of Negro Education, 1982, 51(3), 288-300.

The author writes about Black women leaders, namely Mary McLeod Bethune, Barbara Sizemore, Constance Baker Motley, Willa Beatrice Player, Marian Wright Edelman and other contemporary Black women models.

Coffin, G. C. The Black administrator and how he is being pushed to extinction. American School Board Journal, May 1972, 159, 33-36.

Colquit, J. L. The increase of Black administrators in metropolitan school systems. NASSP Bulletin, October 1975, 70-74.

Five metropolitan school systems (Philadelphia, Detroit, Chicago, New York, and Newark) were examined to determine whether the number of Black administrators increased proportionate to the increase of Black students between 1963-1973. It was found that as the percentage of Black students increase the percentage of Black administrators increased at both the principalship and central office level. The increases in Black administrators were primarily confined to the principalship level and less at central office positions.

Coursen, D. Women and minorities in administration. School Leadership Digest. Arlington, Va.: National Association of Elementary School Principals, 1975.

This issue of the digest focuses on Black and women administrators. The author presented figures in six southern states showing the decline in the number of Black school principals in these states as a result of southern compliance with the "Brown" decision on desegregation. In the north, there is continued segregation as Black administrators are only appointed (if at all) to head predominantly Black school systems. The gross underrepresentation of women in school administrative positions, and the decline in the number of women principals from 1928 to 1968, are underscored. Societal attitudes and practices are cited as barriers to women.

Coursen, D. & Mazzarella, J. A. Two special cases: Women and Blacks. In Smith, S., Mazzarella, J.A. & Piele, P.K. (Eds.), School Leadership: Handbook for Survival. Eugene, Oregon: Clearinghouse on Educational Management, University of Oregon, 1981.

This chapter in the handbook examines the problems faced by women and Blacks in school administration. The negative attitudes toward women as administrators are discussed. The disappearance of the Black leader was explained as a function of desegregation and discrimination in White school districts. The authors also present their recommendations for change.

De los Santos, A. Emerging Chicago administration in higher education: Problems and perceptions. Emergent Leadership: Focus on Minorities and Women in Education Administration, 1976, 1(2), 19-31.

Doughty, R.N. The black women in school administration. Integrated Education, 1977, 15(4), 34-37.

Foster, Susan. For Black administrators, little progress and few openings. Education Week, October 6, 1982, pp. 1, 3.

The article discusses the underrepresentation of Blacks in school administration, especially the superintendency. Interviews with several Black superintendents are reported.

Frank, J. and others. The problem of the Black administrator. AGB Reports, January-February 1981, 23(1), 20-25.

The authors recommend various steps to be taken and discusses problems to be solved in order to obtain minority representation in administration. The key role of historically Black institutions is emphasized.

Frelow, R. D. The racial integration model and minority administrators. Emergent Leadership: Focus on Minorities and Women in Educational Administration, 1977, 2(1), 12-21.

Herbert, A. W. The minority administrator: problems, prospects, and challenges. Public Administration Review. November/December 1974, 556-563.

James, J. C. The Black principal: another vanishing American. National Elementary Principals, February 1971, 50, 20-25.

Johnson, S. O. A study of the perceptions of Black administrators concerning the role of the Black principal in Florida during the period 1973-1978. The Journal of Negro Education, 1977, 46(1), 53-61.

The study examined Black administrators' perceptions of the role of the Black principal in Florida. It was found that Black administrators were confident about their ability to perform. They perceived the need for additional Blacks in administrative positions and that they have to play

certain roles in identifying and training young Blacks. However they were frustrated with the lack of respect, support, and trust from their superiors. Recommendations are presented on the basis of the above results.

Jones, J. & Welch, O. The Black professional woman: Psychological consequences of social and educational inequities upon the achievement of high-status careers in leadership positions. Journal of the NAWDAC, 1979, 43(2), 29-32.

Lassiter, R. L. Jr. Affirmative action: equal opportunity agenda for the 1980's. Negro Educational Review, January 1981, 32(1), 117-19.

Several points are discussed in the paper: (1) principals of equal education are jeopardized by the increase of "protected classes"; (2) existing affirmative action programs are complex and ineffective; (3) institutional accomplishments in affirmative action are not rewarded, and (4) Blacks that would eventually become teachers and scholars are being diverted into positions as academic administrators.

Levin, D. Race and the urban school chief. The Executive Educator, July 1983, 5(7), 15.

Author examines whether race is a factor in the appointments of superintendents in large urban school districts. Blacks tend to have a lock in superintendencies in some districts and whites in others, although exceptions exist to almost every accepted notion, and local politics is the wild card.

Lovelady-Dawson, F. Women and minorities in education. Principal, September 1981, pp. 37-40.

Reports figures showing the underrepresentation of women and minorities in the principalship. It also discusses the aspirations, preparation and barriers to women and minorities; their levels of performance; their career opportunities, paths, and problems; and strategies needed to improve the position of women and minorities in educational administration.

Lynch, P. D. "Preparing red administrators." UCEA Newsletter. April 1971, 12(3). Columbus, Ohio: University Council for Educational Administration, The Ohio State University.

McCarthy, M. & Zent, A. Affirmative action for school administrators: has it worked, can it survive? Phi Delta Kappan, March 1982. pp. 461-463.

School administrators in 6 states and 46 school districts were surveyed. The authors conclude that although women and minorities are making advances in securing greater representation in school administration, white males continue to dominate in top-level administrative posts.

McCarthy, M. & Zent, A. School administrators: 1980 profile. Planning and Changing, Fall 1981, 12(3), 145-161.

A sample of school administrators from six states were surveyed during the 1976-80 academic year, and their characteristics were described. The characteristics of elementary and secondary principals were compared over time, being the only groups where prior studies were available.

It was found that women comprised the majority of recent hires for certain positions, and that minorities (particularly women) were also more pronounced among recently hired administrators. An increase in the proportion of female and minority principals was also noted.

Moody, C.D., Sr. On becoming a superintendent: contest or sponsored mobility. The Journal of Negro Education, 1983, 52(4), 383-397.

Several questions were investigated: 1) the extent to which Black superintendents and consultants are involved in the process of selecting superintendents; 2) the point at which they become involved; 3) what role they play in sponsoring others; 4) what they see as critical issues to be considered in the selection of Black superintendents; and 5) the effectiveness of the mentor-protege relationship on an aspirant's success. Fifty-nine Black superintendents, 35 white superintendents, and 28 consultants participated in the study. The results indicate that Blacks appreciate sponsorship more while it has become second nature to Whites, sponsorship is a means of control and/or denial of minority access, institutions of higher education form one of the major links in the "old boy network," and that networking is still another method by which the majority group maintains control of both access to job opportunity and its rewards.

Robinson, V. The minority principalship: Blacks and Hispanics are still underrepresented in U.S. schools. Education Times, Nov. 1981.

This article discusses the underrepresentation of minorities in the principalship.

Sandler, M. Equal employment opportunity consciousness among Arkansas public school districts. The Journal of Negro Education, 1982, 51(4), 412-424.

Teacher employment applications were requested from Arkansas' 372 school districts. Applications were obtained from 225 or 71 percent of the districts, and examined to determine whether they include questions which may be suspected as discriminatory, such as age or birthdate, sex, marital status, height or weight, race, religion, information about defects without specification of job relatedness. The presence of suspect questions was taken as indicative of low EEOC (Equal Employment Opportunity) consciousness, and the presence of an "equal opportunity employer" statement and discrimination disclaimers as indicative of positive EEOC consciousness. It was found that only one-third of the 255 districts from which forms were obtained demonstrated even minimal awareness of EEOC guidelines and the other two-thirds used personnel forms with numerous violations of EEOC principles.

Scott, H. J. Black consciousness and professionalism. The Journal of Negro Education, 1975, 44(3), 432-440.

The author discusses Black consciousness and professionalism, particularly for the Black school administrator. He advocates that Black school administrators should strive for a satisfactory integration of Black consciousness and professionalism, culminating in a response to educational leadership where they become effective advocates for Blacks ("the victims of an uncaring society").

Scott, H.J. Views of Black school superintendents on school desegregation. The Journal of Negro Education, 1983, 52(4), 378-382.

Thirty-five superintendents responded to a questionnaire soliciting their views on school desegregation, the education of Black students and the role of the Black superintendent. The respondents indicated that they doubt the efficacy of over reliance on racial balance remedies in school desegregation and felt a more urgent need to make mainly Black schools more effective rather than merely less Black.

Scruggs, J. A. How Black administrators view their status today. Phi Delta Kappan, April 1977, p. 648.

This paper reports the results obtained from a mailed questionnaire on Black educational administrators' perceptions of their jobs and the education of Black children. The respondents were Black administrators serving in federal education programs and state education agencies, as well as principals and supervisors in the eastern states.

The author concluded that a majority of the respondents believe there is a quota system for hiring Black administrators. The respondents also indicated that their acceptance into the educational system is not equal to that of whites. White teachers hold negative attitudes toward their Black students, resulting in harm to the children's self-concept.

Townsel, C. & Banks, L. The urban school administrator -- a Black perspective. The Journal of Negro Education, 1975, 44(3), 421-431.

Problems of Black administrators are discussed, such as their appointment in school districts with severe problems, the different expectations of them, and the unique challenges they face.

Ubben, G. C. & Hughes, L. W. Preparation programs for top level Negro public school administrators -- a new perspective. The Journal of Negro Education, 1969, 38,(2), 169-172.

The article describes the need, objectives, and content of a program at the University of Tennessee to train Negro public school administrators. Criteria for participant selection and recruitment, district involvement activities, and the problems encountered in the implementation of the program are discussed.

One major problem was in recruitment, where there was a reluctance of some potential candidates to leave a "safe" job in a staff capacity or in a lower level line position. The authors speculate that for some, it may simply be a wish to avoid the problems and responsibilities of higher level positions. For others, "middle age is almost past, children are ready for college, bills have to be paid, and the salary, while not the highest in the system, is good enough." They do not want to "rock the boat" or take risks.

Watson, B. The elusive Black educator: how to find, hire, and keep him. School Management, 1969, 13(3), 54-85.

This report provides practical information to school districts on how to find, hire, and keep Black teachers, counselors and administrators. The article presents the views of educators and educational leaders, Black and white.

ERIC DOCUMENTS:

Coursen, D. Women and Minorities in Administration. NAESP School Leadership Digest, Series Number 11. (National Association of Elementary School Principals, Washington, D.C., 1975). ED 102 640; EA 005 884. 32 p.

Describes current literature on the role of women and minorities in school administration. The author also presents the necessary conditions to correct the current situation.

Coursen, D. & Mazzarella, J. A. Two Special Cases: Women and Blacks. ED 209 738; EA 014 195. 20 pp.

The sex and ethnic backgrounds of educational leaders are examined, concluding that white males dominate. The authors also discuss the value of diversity in educational leadership, and the attitudes and practices that foster the underrepresentation of women and minorities. Suggestions to rectify the situation are specified.

Criswell, L. W. (ed.) Socialization & Training into the School Administrative Role. Papers presented at the Annual Meeting of the California Educational Research Association. (San Diego, California, November 13-14, 1975). ED 147 961; EA 010 157. 24 pp.

A collection of three papers describing the process of socialization that results in the attainment of the school superintendency. The vice-principalship is discussed as a stepping stone to higher office. It was concluded that the exclusion of women and minorities in superintendent positions is influenced by their inability to follow specific career patterns.

Cronin, J. M. and others. The Role of a State Education Agency in Promoting the Advancement of Women in School Administration. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). ED 191 127; EA 012 685.

Concern for improvement in the representation of women and minorities in educational administration is demonstrated by the Illinois State Board of Education in the form of policy statements, the hiring of committed staff, agency self-evaluation, equal employment opportunity training for agency managers, and the provision of growth opportunities for women and minorities. Through various other activities, the board also leads local education agencies in promoting the advancement of women and minorities.

Doughty, R. N. Training and Hiring of Educational Administrators: Consideration for the Black Woman. Paper presented at the annual meeting of the American Educational Research Association, New York, April 1977. (ERIC Document Reproduction Service No. ED 136 448).

Presents baseline demographic data on the Black woman administrator on the basis of results of a survey of Blacks who held administrative positions in large city school districts of 100,000 or more during the 1972-73 school year. Issues peculiar to the Black woman are also discussed.

Frank, F. P. and Mackett-Frank, M. (eds.) Three Investigations in Vocational Education Administration. A New Opportunity in Vocational Education Project Supplemental Report. Northern Illinois University and DeKalb College of Education, July 1980. (ERIC Document Reproduction Service, ED 198 284).

Discusses three investigations based on a special training program in educational administration, started in 1976 at Northern Illinois University, for persons with a professional vocational education background. The first part presents an analytic framework for carrying out administrative training, particularly training with an affirmative action emphasis. A model for training and access for minority and female educators is presented. Data from the study indicated that there are still negative attitudes toward women and minority group members as administrators.

Frank, James and others. The Problem of the Black Administrator. EJ 240 833; HE 513 897.

Recommends various steps to be taken and discusses problems to be solved in order to obtain minority representation in administration. The key role of historically Black institutions is emphasized.

Lassiter, R. L., Jr. Affirmative Action: Equal Opportunity Agenda for the 1980's. EJ 243 351; UD 508 347.

Several points are discussed in the paper: (1) principles of equal education are jeopardized by the increase of "protected classes"; (2) existing affirmative action programs are complex and ineffective; (3) institutional accomplishments in affirmative action are not rewarded; and, (4) Blacks that would eventually become teachers and scholars are being diverted into positions as academic administrators.

Lynch, P. D. Multicultural administrator training and cultural change. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, Louisiana, 1973. (ERIC Document Reproduction Service No. ED 075 899).

The paper describes a Pennsylvania State University Training program for American Indians with special knowledge and skills. The trainees were encouraged to use their skills and knowledge in changing federal, state, and local public and private institutions, and make them responsive to clients.

Massachusetts State Department of Education, Boston. Chapter 622: A Guide for Administrators. ED 163 576; EA 011 014.

This guide is designed to assist administrators, particularly in Massachusetts, in complying with U.S. Title IX and Massachusetts' Chapter 622 regulations. Compliance techniques are provided for admissions, curriculum, guidance, extracurricular activities, scholarships and awards, inservice education, and personnel practices. The guide also deals with basic practices needed for compliance, the role of the 622/IX coordinator, annual requirements to be met, complaints and grievances, systemwide planning, organizational dynamics, and resource usage.

New Jersey State Department of Education, Trenton. Office of Equal Educational Opportunity. An Equal Educational Opportunity Guide to Recruiting Minorities and Women as Teachers, Counselors and Administrators. ED 169 147; UD 019 226.

Information is provided to assist superintendents, personnel directors, and their official recruiters in locating, recruiting, assigning and promoting qualified women and men of diverse racial and cultural backgrounds.

It also includes listings of licensed four year state colleges and universities in New Jersey; out of state extension programs; sources of minority, women, and Black candidates; and directories and professional rosters pertaining to women and minority groups.

Ortiz, F. I. Career Change and Mobility for Minorities and Women in School Administration. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). ED 186 979; EA 012 563. 42 pp.

This study describes career change and mobility among women and minorities (including Hispanic female administrators) as principals, superintendents, and central office personnel.

Ortiz, F.I. Socialization into administrative roles and its effects on minority groups. In L.W. Criswell (ed.), Socialization and Training into the School Administrative Role. Paper presented at the annual meeting of the California Educational Research Association, San Diego, 1975 (Eric Document Reproduction Service No. ED 104-893).

Ortiz, F. I. The Structure of Educational Administration in Public School Organizations. Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980). ED 184 243; EA 012 562. 40 pp.

Through ethnographic observation in schools and interviews with 350 school administrators and other school personnel, the author analyzed the characteristics and structure of occupational positions that constitute educational administration. She showed that the broadest structure

accompanying educational administration consists of three parts: white males administering and managing adults, women instructing children, and minorities directing and containing other minorities. She also concluded that the structures contribute to the perpetuation of the present system.

Recruitment Leadership and Training Institute. Minorities In Policy-Making Positions In Public Education. Philadelphia, PA, November 1974. ED 100 871; SP 008 787. 78 pp.

This six part report describes the following: (1) the history of Blacks in administrative positions since 1961; (2) the developing opportunities for minorities in the field of education; (3) minority educators in policy making positions in 1974; (4) traditional and minority-related policy making positions; (5) the employment picture in higher education; and, (6) conclusions and recommendations regarding the nature of minority participation in effective, policy making positions on administrative levels and steps to further the hiring of minorities for these positions.

University Council for Educational Administration. Directory of Minority Professors of Educational Administration. Columbus, Ohio, 1978. 10 pp. ED 175 122; EA 012 031.

A compilation of names, addresses, phone numbers, and teaching interests of minority professors of educational administration. The directory was developed to facilitate communication among minorities in the professorship and others interested in the role of minorities in educational administration.

Valverde, L. A. Succession Socialization: Its Influence on School Administrative Candidates and Its Implication to the Exclusion of Minorities from Administration. Final Report. (ERIC Document Reproduction Service, ED 083 052). 74pp.

The author describes succession socialization as the movement of an aspirant from candidate to protege to administrator, wherein the rites of passage are announcement, training, and advancement. Resistance by minorities to acculturation in the form of socialization, and the conscious or subconscious negative characteristics attributed to them, led to their exclusion in school administration.

Williams, S. W. A Study of Selected Programs in Educational Administration in the United States and Canada, 1982. (ERIC Document Reproduction Service, ED 217 525) 13 pp.

U. S. and Canadian institutions with educational administration programs were surveyed to determine which program elements are utilized and which are not, how programs seek preservice and inservice clients, and how women and minority groups are involved in the programs. Among other results, it was found that women and minority groups are not receiving the special attention they need.

REPORTS:

Byrne, I. D. R., Hines, S. C., & McCleary, L. E. The senior high school principalship. Vol. I: The National Survey (Reston, VA: National Association of Secondary School Principals, 1978).

Survey of high school principals reports their characteristics, including sex and race.

Casey, T. W. & State, J. B. The participation of minorities and women in education R & D leadership and management: An annotated bibliography. Philadelphia, PA: Research for Better Schools, Inc., August 1981.

This bibliography is divided into five sections, each section starting with an overview of its contents and brief rational of its focus. The sections are entitled: (1) Status of Minorities and Women in Education R & D; (2) Issues Related to Minorities and Women in Educational Leadership and Management; (3) Variables Affecting the Participation of Minorities and Women in Educational Leadership and Management; (4) Training Models to Increase the Participation of Minorities and Women in Education R & D; and, (5) Projects Funded by the National Institute of Education to Increase the Participation of Minorities and Women in Education R & D.

Education Finance Center, Department of Research and Information. Retrenchment in education: The outlook for women and minorities. Report No. F76-9. Denver, Colorado: Education Commission of the States, May 1977.

Haven, E. W., Adkinson, P. D. & Bagley, M. Minorities in educational administration: The principalship. A literature review. Annandale, VA: JWK International Corporation, December 1980.

The literature review examines the representation of racial-ethnic groups in school administration, especially the principalship. The report also examines the barriers faced by minority candidates in their search or promotion to administrative positions. Training programs for minority administrators are described, and recommendations made for further research.

Hines, S. A. & Byrne, D. R. In portrait, Black principals: NASSP study provides meaningful data. Reston, Va.: National Association of Secondary School Principals, 1978.

The authors used questionnaire data from a survey of principals by the National Association of Secondary School Principals. They compared the responses of the Black principal respondents with the total NASSP sample in regard to sex, age, career patterns, and education. Job characteristics of Black principals were also compared to those of the total sample.

The data indicate that in general Black principals are academically well prepared and experienced; they are appointed to their positions at an older age and with more years of teaching experience. They also face a different set of problems and obstacles in comparison to white principals, and differ in their perceptions and beliefs about educational issues and their implications for the future.

Jones, E. H. & Montenegro, X. P. Recent trends in the representation of women and minorities in school administration and problems in documentation. American Association of School Administrators, Arlington, Virginia. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada, April 1983.

Discusses statistics on the representation of women and minorities in school administration from the early 1900's to 1982. Problems with measuring trends and conducting surveys, and recommendations for the future are presented.

Lynch, P.D. Training Mexican-American school principals: An analysis of a program's hits and misses. Las Cruces, New Mexico: Educational Resources Information Center, Clearinghouse on Rural Education and Small Schools, New Mexico University, February 1969.

Michigan State Board of Education. Professional staff of Michigan's public schools: employment trends for race and sex. 1978-79 - 1979-80, September 1981.

The report provides information on the racial, ethnic and sex composition of the professional staff in Michigan's public schools during the 1978-79 and 1979-80 school years. The following areas are discussed: job assignment by race and sex; salary range by race and sex; and, highest degree attained by race and sex. 43 pp.

Pharis, W. L. & Zakariya, S. B. The elementary school principalship in 1978: A research study. Arlington, VA: National Association of Elementary School Principals, 1979. 118 pp.

Results of a survey of a sample of elementary school principals are reported. Principal characteristics in the study include racial or ethnic identification. At the elementary level, 90.7 percent of the principals surveyed were white and 9.3 percent belonged to a racial or ethnic minority group.

United States Equal Employment Opportunity Commission. Employment opportunity in the schools: job patterns of minorities and women in public elementary and secondary schools, 1975. EEOC. Washington, D.C. 1977.

Contains figures based on the EEOC- survey, conducted annually by mail questionnaire for a stratified random sample of school districts with 250 or more students. Data for Hawaii and D.C. are not included due to their special reporting procedures. Selected or sampled school districts are asked to file EEOC- report. Sampling error = 0.2% at 95% confidence. For this study 7,300 school systems responded.

United States Equal Employment Opportunity Commission. Minorities and women in public elementary and secondary schools: EEOC 1979 report. Washington, D.C.: September 1981.

The report consists of tables summarizing data collected on the Elementary-Secondary Staff Information Report (EEOC-) form for 1979. The sample is comprised of all school districts in the central city of a Standard Metropolitan Statistical Area (SMSA), as well as those districts with 1,800 or more students, or equivalently with 100 or more full time employees. A systematic random sample was taken of the remaining school districts.

Data are based on reports from 6,816 school districts, and present sex and racial-ethnic status of employees in various categories, state-by-state and nationwide. 228 pp.

DISSERTATIONS:

Abney, E. A survey of Black public school principals employed in Florida during the 1964-1965 school term. Doctoral dissertation, University of Miami, November, 1976.

Age, A.V. A comparative study of self-perceived roles of Black and non-Black administrators in Louisiana (Doctoral dissertation, George Peabody College for Teachers of Vanderbilt University, 1979). Dissertation Abstracts International, 1980, 41, 1290A. (University Microfilms No. DEM80-16084).

Allen, J. L. The Effects of School Desegregation on the Employment Status of Negro Principals in North Carolina. (Ed.D. 1969, Duke University). Dissertation Abstracts International, 30, 1352A.

Banks, E.M. Career aspirations of Black male principals in large northeastern Ohio cities. (Doctoral dissertation, The University of Akron, 1974). Dissertation Abstracts International, 35, 6958A. (University Microfilms No. 75-10520).

Barry, M.G. A study measuring the attitudes and perceptions of students and their ability to relate to minority secondary school principals. (Doctoral dissertation, Texas A and M University, 1975). Dissertation Abstracts International, 36, 2517A. (University Microfilms Order No. 75-25080).

Benjamin, A.W. Criteria for the selection of principals for elementary schools with predominantly minority group enrollment, as perceived by four referent groups. (Doctoral dissertation, Fordham University, 1976). Dissertation Abstracts International, 37, 718A.

Bouch, R.F. Perceptions of supervisory techniques of Black and White teachers and principals in selected Florida schools. (Doctoral dissertation, The University of Florida, 1976). Dissertation Abstracts International, 37, 4004A.

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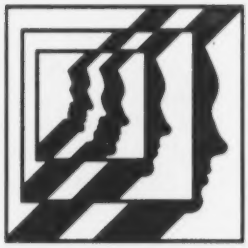

WOMEN IN SCHOOL ADMINISTRATION

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Estler, S. E. Women as leaders in public education. Signs, 1975, 1(1), 363-385.

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Longitudinal study of women in school administration reveals that outside support or a network is most important strategy for upward career mobility, given women with equivalent qualifications for the position. Effects of training, internal barriers, external barriers, and strategies to overcome barriers are examined.

Kimmel, E., Harlow, D., & Topping, M. Training women for administrative roles. Educational Leadership, December, 1979, 229-231.

Describes the University of South Florida's Women and Administrative Institute: how it works, planning, programs and objectives.

Kimmel, E., Harlow, D., & Topping, M. Special programs to promote women into educational administration. Phi Delta Kappan., 1979, 60, 586-589.

Discuss several programs designed to help women who are in administration.

Lovelady-Dawson, F. Women and minorities in the principalship: career opportunities and problems. National Association of Secondary School Principals Bulletin , 1980, 64(440), 18-28.

Lupini, Dante. Women in administration: where are they? Education Canada, Winter 1975, 17-22.

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McCarthy, M.M. & Webb, C.D. Woman school administrators: A status report. NASSP Bulletin. April 1977, 49-57.

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McCarthy, M. & Zent, A. Affirmative action for school administrators: has it worked, can it survive? Phi Delta Kappan, March 1982, 461-463.

A survey of 46 school districts in six states revealed that although women and minorities are making advances in securing greater representation among public school administrators, white males still continue to dominate.

McDade, T. & Drake, J.M. Career path models for women superintendents. The Journal of Educational Research, March/April 1982, 75(4), 210-217.

A study of 142 women superintendents revealed six primary career paths. These career paths were showed by discriminant analysis to be affected by educational characteristics, particularly highest degree earned, but not by personal characteristics, professional characteristics, special problems encountered or advice offered them.

National Education Association. Professional women in public schools, 1970-71. NEA Research Bulletin, October 1971, 67-68.

Cites statistics regarding women's representation in public schools.

Pepe T. & Huber, J.C. We're working to bring more women into school management. The Executive Educator, August 1983, 5(8), 15.

Describes efforts by one school system in Connecticut to bring more women into school management through internships and career training.

Robinson, V. Women in the principalship: Why so few when once there were so many? Education Times, November 2, 1981.

Discusses underrepresentation of women in principalship.

Schmuck, P.A. & Wyant, S.H. Clues to sex bias in the selection of school administrators: A report from the Oregon network. Educational Policy and Management, 1981, 73-91.

Authors examined processes used in hiring school leaders in Oregon. Three hundred vacancies were examined in 1977-78, how they were filled, and the nearly 3,900 applications for those positions.

Schreiber, H.E. Sex discrimination in school administration. Phi Delta Kappan April 1977, 644-645.

Shakeshaft, C. Women in educational administration: A descriptive analysis of dissertation research and a paradiging for future research. In Schmuck, P.A., Charters, W. W., & Carlson, R. O. (eds.), Educational Policy and Management: Sex Differentials. New York: Academic Press, 1981, pp. 9-31.

Provides thorough analysis of dissertations on women in educational administration and identifies future research needs.

Silver, P. F. Are women underqualified for leadership? Phi Delta Kappan, November 1977, 207.

Smith, J.A. Encouraging women to enter administration. NASSP Bulletin, May 1978, 114-119.

Ratings by superiors in a study of women employed as principals and assistant principals in Pennsylvania public schools showed that women performed better than satisfactory in all aspects of their work except for their ability to work into budgets. With some inservice on budget preparation, women could also do well in this area. They should be encouraged to pursue careers in school administration.

Smith, R.A. Women administrators: Is the price too high? NAASP Bulletin, April 1976, 99-103.

Stockard, J. Public prejudice against women school administrators: the possibility of change. Educational Administration Quarterly, Fall 1979, 15(3), 83-96.

Survey data provided little support to the view that greater contact with women school administrators and changing generations can influence and change prejudice toward women administrators. Affirmative action programs are recommended to speed attitudinal change.

Thompson, B. Moving beyond the barriers of curtailment. Educational Horizons, Winter 1978-79, 57,(2), 66-70.

As part of a theme issue on women and leadership, Wisconsin's State Superintendent of Public Instruction urges men and women to help develop positive attitudes and encourage women to advance to higher levels in educational administration.

Weber, M.B. , Feldman, J.R. & Poling, E.C. Why women are underrepresented in educational administration. Educational Leadership, January 1981, 320-322.

Cites figures from the Equal Employment Opportunity Commission, National Education Association, National Association of Elementary School Principals and other studies.

Williams, R.H. and Willower, D.J. Female school superintendents on their work Journal of Educational Equity and Leadership, Winter 1983, 3(4).

Fifty women superintendents were asked about job-related problems, work responsibilities they liked and disliked, and about being superintendents. Results discussed their career paths, their perceptions of the superintendency, interpersonal relationships, work philosophies, and their feelings and perceptions about women and educational administration.

Young, C. K. Women in school administration and supervision: A new leadership dimension. NASSP Bulletin, May 1976, 83-87.

Cites 1971 National Education Association figures on women's representation: 84% of elementary school teachers, 19.4% principals (elementary school), 45.9% of secondary school teachers, 3% of secondary school principals, 26% of all central office administrators and supervisors, 1% of superintendents, and 3% of assistant superintendents.

Zakrajsek, B. Obtaining a principalship. NASSP Bulletin, April 1976, 94-98.

ERIC DOCUMENTS:

Cooper, J. & Hamill, D. Women Administrators: One District's Success Story. EJ236 610; EA 513 602.

Reports the increased number of female administrators in the White Bear Lake, Minnesota school district after the institution of an affirmative action program.

Cottrell, M.C. & Hughes, D.L. Utah women educators in school administration. 1978. ED 150 744; EA 010 385.

The results of a 1976 survey of 741 Utah women educators revealed that very few of them aspire to public school administration, and over half expect at least moderate discrimination.

Cronin, M. & others. The role of a state education agency in promoting the advancement of women in school administration. Paper presented at the Annual Meeting of the American Educational Research Association, (Boston, MA, April 7-11, 1980). ED 191 127; EA 012 685.

Concern for improvement in the representation of women and minorities in educational administration is demonstrated by the Illinois State Board of Education in the form of policy statements, the hiring of committed staff, agency self-evaluation, equal employment opportunity training for agency managers, and the provision of growth opportunities for women and minorities. Through various other activities, the board also leads local education agencies in promoting the advancement of women and minorities.

Lester, P. & Chu, L. Women administrators: feminine, masculine or androgynous? 1979. ED 181 107; UD 019 993.

The findings of this study support the concept that masculinity and femininity are not bipolar opposites of a single continuum; rather than losing their femininity, women administrators may have incorporated additional masculine traits while men tend not to be incorporating feminine traits into their personalities.

Neidig, M. The other half of the talent bank: women administrators. Paper presented at the Annual Meeting of the National Association of Secondary School Principals (Miami Beach, FL. January 1980). ED 181 600; EA 012 411.

Describes the present status of women in educational administration, their characteristics, and some of the barriers they face.

Niedermayer, G. & Kramer, V.W. Women in administrative positions in public education. A position paper. Recruitment Leadership and Training Institute, 1974. ED 096 742; EA 006 416.

The lack of women from administrative positions in public education is documented, and reasons for the declining percentages of women are explored. Steps to reverse the trend are recommended.

Paddock, S. Careers in educational administration: are women the exception? ED 149 468; EA 010 286.

The report explores barriers to women in administrative positions and provides recommendations.

Reich, C. The effect of a teacher's sex on career development. Toronto Board of Education, Ontario, 1975. ED 115 595; SP 009 664.

This survey of male and female teachers, consultants, and administrators showed that there were both independent and cumulative effects for sex at each stage of a teacher's career, and that women were often at a disadvantage. Women who were in positions of responsibility tend to be older, less likely to be married, and held lover level positions than men whose job performance and level of encouragement were the same.

Stockard, J. Public prejudice against women school administrators: fact or fiction? University of Oregon Center for Educational Policy and Management, 1977. ED 149 469; EA 010 287.

It was found from a survey of 824 adults that the vast majority approve of women being school administrators. Characteristics of those who voice approval or non-approval are described.

Truett, C. Women in educational administration: is there a basic role conflict? 1979. ED 172 440; EA 011 880.

Available research literature is examined to determine if there is evidence of role conflict and if this prevents women from functioning adequately as educational administrators. Role conflicts for women administrators were indeed found, although there is no evidence that this renders women less efficient or effective in educational administration.

Way, J.W. A comparison of background profiles, career expectations and career aspirations of men and women public school administrators. (Ed.D. Dissertation, Western Michigan University, 1976). ED 132 735.

This study compared the background and career expectations and aspirations of men and women in public school administrative roles, and found differences in factors that affect movement through the professional ranks, such as perceived movement constraints on career progress and salaries. More women administrators also indicated less congruence between their career expectations and career aspirations than men.

REPORTS:

Adkison, J.A. The ICES structure: linking organizations for educational equity. Kansas: The University of Kansas, 1979.

Monograph on structure for implementing social change. More specifically, it is designed to encourage and facilitate replication of a specific strategy - the ICES Model (a Project of Internships, Certification, Equity Leadership and Support).

Adkison, J.A. Essential components of programs to promote women's careers in school administration. Paper presented at the annual meeting of the American Educational Research Association, Boston, April 1980.

Adkison, J.A. & Bailey, J.D. The ICES model: Increasing women's participation in educational administration. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April, 1979, (ERIC Document Reproduction Service No. ED (70-860).

American Association of School Administrators. Report on the First Annual Conference of Women District Superintendents. (Anaheim, California 1980). Arlington, Virginia: Author, 1980.

Ashburn, E.A. Motivating personality and work-related characteristics of women in male-dominated professions. Ruth Strang Research Award Monograph Series: No. 2 Washington, D.C.: National Association for Women Deans, Administrators and Counselors, 1977.

Casey, T.W. and Stalte, J.B. The participation of minorities and women in education R & D leadership and management: An annotated bibliography. Philadelphia, Pa. : Research for Better Schools, Inc. August 1981.

This bibliography is divided into five sections, each section starting with an overview of its contents and briefs.

Education Finance Center , Department of Research and Information. Retrenchment in education: the outlook for women and minorities. Report No. F76-9. Denver, Colorado: Education Commission of the States, May 1977.

Harris, N.F. Recruiting and selecting a superintendent as viewed by a school board president. (ERS Monograph, 1977). Arlington, Virginia: Educational Research Service, 1977.

Designed to bring school administrators, school board members and others the experienced views and thinking of knowledgeable persons with regard to current issues, problems, and practices in school management.

Hatch, E. & Foley, R. A guide to developing educational leadership potential. Education Development Center, 55 Chapel Street, Newton, Massachusetts, 1979.

This monograph describes a program for encouraging women and other minorities to become school administrators.

Haven, E.W., Adkinson, P.D. & Bagley, M. Women in educational administration: The principalship. A literature review. Annandale, Va.: JWK International Corporation, 1980.

Provides comprehensive review of literature on women in the principalship.

Howard, S. Toward educational equity for females and males: women in administration and governance. Working drafts prepared for the CCSSO/NASBE Seminars for State Education Policy Makers under funding from the Women's Educational Equity Act Program of the U.S. Department of Education. Fall, 1980.

Cites figures given by NAESP, NASSP,NASSBE, etc. on principals and school boards.

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